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Le dictaphone est de plus en plus utilisé dans le monde des affaires. Le guide propose une méthode d'enseignement et d'apprentissage de la transcription. Il expose, à grands traits, les façons de procéder pour transcrire un texte enregistré, et indique les exigences requises pour différents niveaux de compétence. L'enseignement est réparti en six unités: 1. l'exploration de l'utilisation du dictaphone dans les bureaux aujourd'hui; 2. l'utilisation du dictaphone; 3. l'apprentissage des techniques de transcription; 4. la production d'une copie à transmettre par la poste; 4. l'apprentissage par l'expérience de la transcription; 5. apprendre à dicter.

La méthodologie recommandée est un mélange de recommandations faites par des experts et des propres idées et expériences d'enseignement de l'auteur. On demande de procéder par étapes et de ne mettre l'accent que sur un aspect à la fois. Les quatre domaines principaux sur lesquels l'accent est mis, pour que l'étudiant développe diverses habiletés, sont: 1. l'utilisation du dictaphone; 2. l'application des techniques de transcription; 3. la production de transcriptions pouvant être transmises par la poste; 4. la façon de satisfaire aux normes de production.

Le guide n'est pas un produit définitif. Il doit être utilisé à titre expérimental. L'auteur se propose d'incorporer dans le guide définitif toutes les suggestions qui lui auront été faites par les utilisateurs.

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A TEACHER'S GUIDE
TO IMPLEMENTING TRAINING
IN MACHINE TRANSCRIPTION
AT THE SECONDARY SCHOOL LEVEL

FOR FIELD TESTING ONLY

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INTRODUCTION

This manual contains guidelines for teaching and a suggested outline of units of instruction for competency building in machine transcription and dictation. This issue is for field testing only.

With the growth of the electronic office, a greater emphasis is being placed on the utilization of machine dictation as an input medium in information processing. For example, a "Dictation Equipment Survey Report" published by the Administrative Management Society (AMS) in 1981 showed that 81 per cent of the 360 companies responding made a wide use of dictation equipment (Banfield, 1981).

Training students to employable levels of competency in the multifaceted areas of machine transcription and dictation has, as a rule, received only superficial attention in the high school business education program. With the implementation of the new program, it is possible to allocate at least 50 hours of instruction to machine transcription. The challenge will be how best to use this time to provide as much in-depth learning as possible.

The purpose of this guide is to propose a methodology and outline procedures for in-depth learning of machine transcription, and to differentiate requirements for various levels of competency.

Banfield, Phyllis K. "Dictation Equipment Survey Report: Who's Using What." Management World, November 1981, 16-17.

UNIT OUTLINE

The guide proposes six units of instruction as follows:

Unit I - Exploring Machine Transcription in Today's Office
(1 - 2 hours)

Unit II - Operating the Transcribing Machine
(3 - 4 hours)

Unit III - Learning Transcribing Techniques
(5 - 6 hours)

Unit IV - Producing Mailable Copy
(15 - 20 hours)

Unit V - Experiencing Production Transcription
(20 - 25 hours)

Unit VI - Learning to Dictate
(10 - 15 hours)

SUGGESTED APPLICATION OF THE UNITS

For EXPLORATORY purposes: UNIT I (Theory), plus UNIT II (Hands-on),
(2 - 4 hours) if equipment is available

Purpose: To explore the job requirements and responsibilities of a transcriptionist and to explore the operation of a transcribing machine.

Recommended as a part of an Exploratory Business course.

Prerequisite: Unit I - none; Unit II - minimal keyboarding skill

For an INTRODUCTION TO MACHINE TRANSCRIPTION: UNITS I to III
(8 - 10 hours)

Purpose: To introduce students to proper transcribing techniques.

Recommended as a part of an Introduction to Business course OR as the first units in a 25-hour (+) Transcription Skills course.

Prerequisite: Keyboarding skills

For MINIMAL JOB ENTRY: UNITS I to IV.
(20 - 25 hours)

Purpose: To give students practice in employing proper transcribing techniques, language arts skills, document formatting and proofreading skills and to transcribe mailable copy of typical business correspondence.

Recommended as a Basic Transcription Skills course. (Unit I may be covered in the form of an independent study project.)

Prerequisite: Keyboarding and business correspondence formatting

For IN-DEPTH TRAINING: UNITS I to V.
(45 - 50 hours)

Purpose: To experience production transcription and to simulate office procedures. Emphasis is placed on building transcription rate to a specified level and keeping a log of work produced.

Recommended as a Full Transcription Skills course. (Unit I may be covered in the form of an independent study project.)

Prerequisite: Keyboarding and business correspondence formatting

To INTRODUCE DICTATION: UNIT VI
(10 - 15 hours)

Purpose: To introduce students to the art of machine dictation.

Recommended for integration in a Full Transcription course or in Business English/Language Arts courses.

METHODOLOGY

The recommended methodology is a composite of recommendations from experts in the field and the author's own ideas and teaching experiences.

Briefly, the methodology proceeds in steps which place emphasis on ONE aspect of the process at a time. This does not mean other aspects are ignored, only that dealing with them is made as simple as possible so that attention may be focused on the specified aspect. For example, in Unit II on Operating the Transcribing Machine, the material to be transcribed is limited to sentences and short paragraphs which the student previews in printed copy form first. By minimizing a concern with the content of the dictation, more attention can be directed to how to operate the machine for listening and transcribing.

The four major areas of emphases in the progression of skill development are

- Operating the transcribing machine
- Applying transcribing techniques
- Producing mailable transcripts
- Meeting production standards

Each of these major areas is developed as follows:

Operating the Transcribing Machine

(Reference: Unit II)

The student learns the parts of the machine and their functions and begins to transcribe a pre-recorded series of sentences and short paragraphs in the following manner:

1. Student reads a printed copy of the sentences or paragraphs which have been marked off by the teacher into "thought units."

"Thought units" are simply groups of words which when taken together place the words in context with each other. For example, Kupsh, et al (1978) give the example: "The transcriber should type, 'We were pleased to receive your letter/regarding your order/for our new stationery/...' rather than 'We were/pleased to/receive your/order for/our new stationery/...' They point out that by transcribing in "thought units," the possibility of misrepresenting words that have similar dictation sounds is lessened.

Therefore, when dictating the sentences and short paragraphs on the tape or cassette, the teacher should pause long enough between "thought units" to assist the student in distinguishing them as he/she listens to the tape. Also, if the student is able to preview a printed copy of the dictation with the "thought units" marked, it will guide him/her in listening for these "thought units" in the dictation.

2. The student listens to the first piece of dictation while reading the printed copy.

This establishes a relationship between what is heard and what is in print.

3. The student directs his/her attention to the printed copy to check the spelling of words, the punctuation and capitalization used, and the format in which the sentences or paragraphs are typed.

This helps to minimize a concern with these aspects during transcription.

4. The student listens once again to the dictation while reading the printed copy.

The student should be able to discern the "thought units" as well as have a picture of how the dictation (content, spelling, punctuation, capitalization, format, etc.) will appear in print.

5. The student next begins to transcribe the dictation on the typewriter or word processor by listening to a "thought unit," stopping the transcribing machine, and typing the "thought unit." He/she proceeds in this manner until the sentences or paragraphs have been transcribed.

The student should be instructed to type in double-spaced format; indenting the first line of a paragraph.

6. The student checks his finished transcript with the printed copy, pencils in corrections, and retypes it.

The retyping is done from the typed copy and not from the dictation. This procedure follows business practice. After some practice in transcribing and checking, the teacher may wish students to proofread one another's transcripts. Students should be encouraged to keep a list of troublesome words encountered in their transcripts.

Applying Transcribing Techniques

(Reference: Unit III)

The student is now familiar with the operation of the transcribing machine and begins to use the indexing system to locate instructions to the transcriptionist, estimate the length of each piece of recorded dictation and to employ proper transcribing techniques in the production of short letters and memos. The emphasis shifts to using the techniques to produce correctly formatted transcripts of simple business correspondence.

1. The student is asked to type from a given example (textbook or teacher prepared), a short letter in block style (or whatever style the teacher designates). He/she is also asked to type a sample of a simple memo style.

This activity helps the student review letter and memo formats and provides him/her with models to refer to when transcribing.

2. The student estimates the length of each item on the dictation tape or cassette, locates instructions, corrections, etc.

The student is forced to use the index system and should note down the number of increment markers for each piece of dictation. Then, after each has been transcribed, he/she can do a rough count of the number of words in the letter or memo and match it with the number of increment markers that letter or memo occupied. The student will eventually be able to closely estimate the number of words in a piece of dictation simply by looking at the number of increment markers on the index system.

3. The student listens to a complete dictation of the first letter or memo.

This familiarizes him/her with the content as well as listening for "thought units." (The teacher should continue to prepare the dictation with discernible pauses between "thought units.")

4. The student refers to a printed preview sheet listing selected vocabulary, punctuation rules, capitalization, etc., that apply to the letter or memo.

The teacher should prepare a short preview sheet for each letter or memo on the tape to bring to the student's attention words which may be misspelled and examples of punctuation, capitalization he/she will encounter in the dictation, etc.

5. The student listens to a complete dictation of the letter or memo a second time; however, this time he/she is reading an exact but unformatted printed

copy of the dictation, which includes introduction, directions, indications of spelling, punctuation, correction remarks, etc. (An example of such a transcript may be found in the appendix labelled as "pseudo-dictation".)

The purpose of the above 5 steps is to make it as easy as possible for the student to concentrate on the transcribing procedure and the formatting of the documents.

6. The student transcribes the letter or memo, using the technique of listening to a "thought unit," stopping the dictation, and typing.
7. The student checks the content of his/her finished transcript by listening to the dictation and reading the transcript. (This procedure simulates business practice.) He/she also checks the finished transcript for typographical errors and errors in format.

The teacher may wish to have students exchange their transcripts for checking.

8. The student types a corrected copy of his/her transcript, if necessary.

The teacher may wish students to check their corrected work with printed copies of correctly formatted transcripts of each letter and memo.

Students should continue to add to their vocabulary lists new terms or troublesome words encountered in the transcripts. The teacher may wish to use these lists as bases for tests, dictation, etc.

Producing Mailable Transcripts

(Reference: Unit IV)

The focus moves to language arts skills and proofreading, with the goal being to produce mailable documents. Document formatting is extended and a start is made on moving to a "continuous typing" technique when transcribing.

1. The student completes "language arts" exercises related to the dictation he/she will transcribe.

The teacher will have to select dictation that is accompanied by "language arts" exercises. It would be a time-consuming task for the teacher to prepare these, although some teachers may prefer to do so.

2. The student makes copies of models of formats he/she will encounter in the dictation and keeps them on hand for reference.

Documents to be formatted are expanded to include additional letter styles, two-page letters, one and two-page reports, enumerations, other memo styles, and tabulations.

3. The student familiarizes himself/herself with the requirements that must be met for mailable copy.

The student should have a copy of the mailability requirements that the teacher designates.

4. The student listens to the dictation and scans for instructions before starting to transcribe. (There is no longer a printed copy to preview.)
5. The student transcribes in the same manner; however, as the amount of practice increases, the amount of time between stopping and restarting the dictation should begin to be cut down. The goal at this stage is to have the student become aware of moving towards "continuous typing."

"Continuous typing" refers to almost a continuous flow of typing without pauses. The transcriber has started to listen to the next "thought unit" while transcribing the last. However, this skill requires a lot of practice and although students at this stage may not meet this goal, they should be conscious of working towards it.

6. The student learns and employs specific proofreading techniques.

The teacher may wish to refer to proofreading manuals and texts for exercises and teach students to use some of the standard techniques of proofreading.

It would also be advisable to have on hand in the classroom references such as dictionaries, word division manuals, secretary's handbook, Thesaurus, etc.

Meeting Production Standards

(Reference: Unit V)

Here the emphasis shifts to simulating business conditions and meeting minimum rates of production, as measured in transcription words per minute, transcription lines per minute, or some other acceptable measurement.

1. The student is asked to keep his/her work area organized and to record work completed.

The teacher may wish to provide a form on which students can record the work completed. Work logs

similar to those used in business may provide appropriate models, or they can be modified to suit the classroom work situation.

2. The student transcribes examples of various pieces of correspondence representative of a variety of organizations.

The goal is to broaden the range of correspondence examples and to apply them to specific types of organizations.

3. The student is asked to produce mailable copy within a specified minimum production rate.

The student needs to experience completing quality work within time limits. The teacher should decide upon the measurement to be used as well as the minimum rate expected. The outline recommends use of either transcription words per minute (TWPM) or transcription lines per minute (TLPM), with average expectations being 18 - 20 TWPM or 2 TLPM. Other measurements may be applied; for example, measuring lines per hour. Kupsh, et al (1978) say that a transcriber should be able to transcribe mailable copy at a speed equal to one-half to two-thirds of normal typing speed. Therefore, the teacher may wish each student to set his/her own individual goals. Regardless of the method, it is important at this stage that students keep track of what they produce and the rate at which they produce it in order to prepare themselves for business conditions as much as is possible.

4. The student is asked to give feedback on student-prepared dictation, using a feedback sheet similar to that used in business. (An example may be found in the appendix.)

It is recommended that Unit VI on dictation be integrated with Unit V and that students experience the relationship between dictator and transcriptionist by working in pairs and giving feedback to one another. The goal for the dictator is to employ good dictation technique, and for the transcriptionist the goal is a mailable transcript.

SUMMARY

The intention of this guide is to assist teachers in implementing an in-depth machine transcription training program by suggesting a methodology and the content for the various steps in the process.

IMPORTANT NOTE

This issue of the guide is to be used for field testing only. Feedback from the field testing will be incorporated into a final issue.

UNIT 1 - EXPLORING MACHINE TRANSCRIPTION IN TODAY'S OFFICE

Approximate Time: 1 - 2 hours

UNIT OBJECTIVE: The learner will explore career opportunities for persons trained to operate dictation/transcription equipment and identify the categories of equipment and types of media in general use in today's office.

- ENABLING OBJECTIVES:**
1. Discuss job requirements and responsibilities for beginners in the field of dicta-typing.
 2. Establish the function of dictation/transcription in the information/word processing system and discuss the job tasks and responsibilities for beginners.
 3. Describe the three categories of dictation/transcription equipment and identify the various types of media used.

- SUBJECT MATTER:**
- A. Exploring career opportunities
 1. Dicta-typists
 - (a) Job requirements and responsibilities
 2. Word processing operators
 - (a) Job requirements and responsibilities
 - B. Looking at the information processing cycle
 1. Role of the dictator
 2. Role of the transcriptionist
 - C. Identifying categories of equipment and types of media
 1. Desktop units
 - (a) Discrete media
 - (1) Cassette
 - (2) Belt
 - (3) Disk
 2. Portable units
 - (a) Discrete media
 - (1) Standard cassette
 - (2) Minicassette
 - (3) Microcassette
 3. Central recording systems
 - (a) Discrete media
 - (1) Advantages
 - (2) Disadvantages
 - (b) Endless loop media
 - (1) Advantages
 - (2) Disadvantages
 4. Computer-Aided Transcription
 - (a) Advantages
 - (b) Disadvantages

SUGGESTED
MATERIALS AND
ACTIVITIES:

- Prepare a display of newspaper advertisements for jobs requiring dictation/transcription machine skills.
- Obtain list of job titles and descriptions for word processing personnel for class study and discussion.
- Collect information and brochures from manufacturers of different types of dictation and transcribing equipment and prepare a display of the material.
- Have students independently research selected aspects of the unit content.
- Have students prepare a specialized vocabulary list: correct spelling and meanings of new words and terms.

EVALUATION:

Written test on unit content or written report on student research into topic.

REFERENCES:

"Information/Word Processing Glossary." Willow Grove, PA: Association of Information Systems Professionals, 1982.

Kupsh, Anderson, Moyer & Meyer. Machine Transcription and Dictation. Toronto: John Wiley & Sons, 1978.

Popyk, Marilyn. Word Processing Essential Concepts. Toronto: McGraw-Hill Book Company, 1983.

"Word Processing/Administrative Support Salary Survey." Willow Grove, PA: Association of Information Systems Professionals. (Yearly publication)

UNIT 11 - OPERATING THE TRANSCRIBING MACHINE

Approximate Time: 3 - 4 hours

UNIT OBJECTIVE: The learner will identify the parts of the transcribing unit and demonstrate their use by transcribing on the typewriter or word processor previewed dictation material comprised of sentences and short paragraphs.

ENABLING OBJECTIVES:

1. Identify the major parts of the transcribing unit and describe their functions.
2. Assemble the unit and prepare it for operation.
3. Preview the dictated material and transcribe it on the typewriter or word processor in double spaced format.
4. Revise completed copy to correspond with correctly transcribed copy.

SUBJECT MATTER:

- A. Identify the parts of the transcribing unit and their functions
 1. Foot pedal
 - (a) Rewind
 - (b) Forward
 - (c) Fast forward
 2. Headset
 - (a) Location
 - (b) Listening
 3. Media loading system
 - (a) Loading
 - (b) Unloading
 4. Controls
 - (a) On/Off
 - (b) Volume
 - (c) Tone
 - (d) Speed
 5. Controls for media manipulation
 - (a) Stop
 - (b) Rewind
 - (c) Fast forward
 - (d) Play
 - (e) Erase
 6. Indicator system
 - (a) Positioning of index slip, or identification of electronic indicator

- B. Assemble and operate the unit
 - 1. Attach foot pedal to unit and placement for ease of operation
 - 2. Attach headset to unit and position for comfort
 - 3. Check controls
 - (a) "On" pilot light
 - (b) Speaker position for headset operation
 - 4. Load media
 - 5. Insert indicator slip or check electronic indicator
 - (a) Scan using foot controls
 - (b) Note special instructions (if any are indicated)
 - 6. Set digital counter
 - 7. Perform listening test
 - (a) Use foot control for forward (play) and rewind
 - (b) Adjust volume, tone and speed controls
- C. Preview the dictated material
 - 1. Preview printed copy marked off in "thought units"
 - 2. Listen to transcription while reading copy
 - 3. Preview printed copy for spelling of unfamiliar words, punctuation, capitalization, paragraphing, etc.
 - 4. Listen again to transcription while reading printed copy
- D. Transcribe the dictated material
 - 1. Listen to a "thought unit," stop the transcriber and type "thought unit" on typewriter or word processor in double-spaced format
 - 2. Continue with next "thought unit," and so on until transcription of sentences or paragraph has been completed
- E. Check and revise the completed transcript
 - 1. Compare transcript with the printed copy
 - 2. Make corrections
 - 3. Produce revised copy on the typewriter or word processor

SUGGESTED
MATERIALS AND
ACTIVITIES:

- Provide students with a diagram of the transcribing unit with the parts labelled (or to be labelled by students).
- Demonstrate assembly and operation of the transcribing unit.
- Follow up demonstration by providing students with a teacher-prepared instruction sheet to use as a reference whenever preparing and operating the unit.

- Have students compose on the typewriter or word processor, rough-draft answers to questions about the functioning of the major parts of the transcriber.
- Dictate on media a series of sentences and short paragraphs. Dictate with discernible pauses between "thought units."
- Number each tape or cassette and prepare an index listing and numbering each piece of dictation. Use numbers on the transcripts.
- Provide students with copies of correctly typed transcripts of the dictation, marked off in "thought units."
- Have students exchange transcripts for proofreading and correction; then pass back to originators for revision.
- Have students continue their specialized vocabulary list, adding troublesome words encountered in the transcripts.
- Have students select words from their lists and use in sentences. Have students submit sentences to teacher to record as dictation (or select students to record the dictation).

EVALUATION:

Use a check list to evaluate students as you observe them assembling and operating the transcriber.

Analyze selected transcripts students complete.

REFERENCES:

Calhoun, C. Managing the Learning Process in Business Education. California: Wadsworth Publishing Company, 1980, pp. 440 & 441.

Ettinger and Perfetto. Machine Transcription. Toronto: Science Research Associates, Inc., 1984, Chapters 1 - 6.

Kupsh, Anderson, Moyer & Meyer. Machine Transcription and Dictation. Toronto: John Wiley & Sons, 1978, p. 37.

Manuals from supplier of transcribing equipment.

UNIT III - APPLYING TRANSCRIBING TECHNIQUES

Approximate Time: 5 - 6 hours

UNIT OBJECTIVE: The learner will demonstrate the ability to interpret the electronic indicator or index system and to apply the transcribing techniques to the production of previewed short letters and memos in a single format on the typewriter or word processor.

**ENABLING
OBJECTIVES:**

1. Demonstrate the ability to interpret the electronic indicator or index system to determine the length of dictation and to locate special instructions and corrections made by the dictator.
2. Demonstrate the ability to employ the technique of listening to the dictation and typing in "thought units."
3. Produce correctly typed transcripts of short letters and memos using a single, designated format for each.

SUBJECT MATTER:

- A. Preview letter and memo formats
 1. Type, from a textbook example, a short letter in block style and open punctuation (or other preferred style)
 2. Type, from a textbook example, a short memo illustrating a simple memo format
 3. Refer to above copies as examples of format to apply during machine transcription
- B. Use indicator system or index slip
 1. Estimate lengths of letters and memos
 2. Locate special instructions in the dictation
 3. Locate and interpret corrections made by the dictator
- C. Preview dictation
 1. Listen to complete dictation of first letter or memo on tape or cassette
 2. Refer to a prepared preview sheet for the letter or memo
 - (a) Check spelling of selected words
 - (b) Check punctuation rules to apply
 - (c) Check for any special capitalization
 3. Listen to complete dictation of the letter or memo a second time while reading an exact

transcript of the dictation, which includes introduction, directions, indications of spelling, punctuation, correction remarks, and so on

D. Transcribe dictation on the typewriter or word processor

1. Listen to a "thought unit," stop machine, and type. Continue this procedure until letter or memo is finished

N.B. Check and, if necessary, adjust automatic recall or review control

E. Analyze transcript

1. Check format
2. Check content while listening to the dictation
3. Check for typographical errors
4. Check punctuation and capitalization

F. Revise transcript

1. Type a corrected copy, if required

N.B. Repeat procedures outlined in C. to F. for next letter or memo, and so on.

SUGGESTED
MATERIALS AND
ACTIVITIES:

-Prepare recording media containing dictation of short letters and memos which include dictator's introduction, special instructions, names spelled out in address, paragraph indications, punctuation notations, corrections, and spelling of troublesome words.

N.B. Dictate the letters and memos with discernible pauses between "thought units."

-Prepare copies of an exact transcript of the dictation (includes everything dictated--special instructions, introduction, etc.) Transcripts should not be formatted; i.e., set out in letter or memo style.

-Number each tape or cassette, prepare an index of the contents and number each piece of dictation. Use these numbers on the transcripts.

-Provide vocabulary and punctuation preview sheets for each letter and memo.

-Select and provide examples of letter style and memo format to be used by students

-Prepare a printed copy of the finished, formatted transcript of each letter and memo. (Use for students to refer to, when needed.)

-Demonstrate transcribing technique.

-Have students exchange transcripts for analysis and return them to originators for revision.

-Have students continue their vocabulary list of new terms and troublesome words and where possible,

EVALUATION:

incorporate words into dictation used as unit test.

Using a check list, observe and evaluate each student's transcribing technique.

Provide students with an analysis sheet for proofreading and analyzing one another's transcripts.

Check selected transcripts produced by students.

Give a unit dictation test incorporating troublesome words, etc., from students' vocabulary lists.

REFERENCES:

Calhoun, C. Managing the Learning Process in Business Education. California: Wadsworth Publishing Company, 1980, pp. 440 & 441.

Kupsh, Anderson, Moyer & Meyer. Machine Transcription and Dictation. Toronto: John Wiley & Sons, 1978.

Manuals from supplier of transcribing equipment.

Matthews and Moody. The Letter Clinic: How to Dictate. Cincinnati: South-Western Publishing Co., 1982.

Whalen, Patricia. Basic Skills for the Modern Office. Cincinnati: South-Western Publishing Co., 1984, Chapt. 5.

UNIT IV - PRODUCING MAILABLE COPY

Approximate Time: 15 - 20 hours

UNIT OBJECTIVE: The learner will employ proper transcribing techniques, language arts skills, document formatting guidelines, and proofreading techniques to produce mailable copy of various types of typical business documents from the transcription machine.

**ENABLING
OBJECTIVES:**

1. Complete exercises and activities covering the vocabulary, punctuation, grammatical structure, capitalization rules, etc., to be applied in the transcription assignments.
2. Demonstrate the ability to employ the "continuous typing" transcribing technique.
3. Use the proper formats for the various types of documents to be transcribed.
4. Use effective proofreading techniques.
5. Produce transcripts on the typewriter or word processor that meet the given requirements for mailable copy.

- SUBJECT MATTER:**
- A. Complete integrated exercises covering related language arts skills such as
 1. Spelling
 2. Punctuation
 3. Capitalization
 4. Grammatical construction
 5. Expression of numbers
 6. Word division rules
 7. Proofreading
 - B. Review, as required, document formatting of
 1. Typical letter styles
 2. Two-page letters
 3. Enumerations
 4. One and two-page reports
 5. Memorandums
 6. Tabulations
 - C. Preview the requirements for mailable copy, for example
 1. Correct format and good placement
 2. Exactness of content
 3. Absence of typographical errors
 4. Correct capitalization
 5. Acceptable punctuation
 6. Acceptable word division

- D. Transcribe dictation
 - 1. Scan for instructions, etc.
 - 2. Listen and type in "thought units"
 - 3. Move towards a "continuous typing" technique
- E. Employ proofreading techniques
 - 1. Use paper bail method before removing copy from typewriter
 - (a) Check individual words for spelling and typographical errors
 - (b) Read for content and grammatical construction
 - (c) Scan for format
 - OR Use scrolling method for word processor
 - (a) Scroll line for line to check individual words for spelling and typographical errors
 - (b) Read for content and grammatical construction
 - 2. Check hard copy from word processor or copy after removal from typewriter
 - (a) Proofread with another student or listen to dictation while reading copy
 - (1) Employ proofreader's marks
 - (b) Scan for format and placement

**SUGGESTED
MATERIALS AND
ACTIVITIES:**

- Prepare or select dictation representative of typical letter styles, two-page letters, enumerations, one and two-page reports, memorandums and tabulations.
- Number each tape or cassette, prepare an index of the contents, and number each piece of dictation. Have students insert numbers on their transcripts.
- N.B. Recommend a backup copy of each tape
- Select exercises in language arts skills and in proofreading techniques to integrate with dictation/transcription exercises.
- Have students type models of formats for the various types of documents to be used and to store in a binder for reference.
- Have on hand copies of reference books such as dictionaries, Thesaurus, word division manuals, secretary's handbook, etc.
- Devise a criteria list for evaluating mailable copy and provide to students.
- Have students continue their vocabulary list of special and troublesome words. Use the lists for testing spelling, usage, etc.
- Have on hand correctly typed and formatted copies of the transcription exercises for reference by students, when necessary.

- Demonstrate "continuous typing" technique.
- Rotate students through the job of proofreader, giving them experience in proofreading copy produced by other students, listening to the recorded dictation as they proofread for content, and using proofreader's marks to indicate the required corrections.

EVALUATION:

- Use a check list to observe and evaluate students' transcription technique.
- Use a criteria sheet for evaluating mailability of completed transcripts.

REFERENCES:

Devar & Daniels. Programmed Proofreading. Cincinnati: South-Western Publishing Co., 1982.

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UNIT V - EXPERIENCING PRODUCTION TRANSCRIPTION

Approximate Time: 20 - 25 hours

UNIT OBJECTIVE: While demonstrating a good organization of the work area and an ability to use appropriate reference materials, the learner will transcribe a variety of dictation representative of areas of government, industry, business, services, etc., in mailable form at a minimum stipulated production rate.

ENABLING OBJECTIVES:

1. Organize desk, equipment, materials, and supplies prior to transcription and organize the finished work.
2. Demonstrate ability to effectively use reference materials.
3. After previewing the related specialized vocabulary and document formats, produce at a minimum rate of 18 - 20 transcription words per minute (TWPM) or 2 transcription lines per minute (TLPM) mailable documents representative of correspondence from selected areas of government, industry, business, services, etc.
4. Simulate procedures and methods used in business to produce correspondence from recorded media.

- SUBJECT MATTER:
- A. Employ good work organizational techniques
 1. Organize desk and placement of transcribing equipment
 2. Gather and organize materials and supplies, including reference material
 3. Organize completed work for routing back to originator
 4. Maintain a record of work completed
 - B. Preview reference materials available
 1. Check out files
 - (a) Note names on correspondence folders
 2. Peruse the following:
 - (a) Company handbooks and brochures
 - (b) Secretarial manuals/handbooks
 - (c) Thesaurus
 - (d) Dictionaries
 - (1) Webster
 - (2) Oxford
 - (3) Canadian English
 - (4) French/English
 - (5) English/French

- (e) Directories
 - (1) Telephone and Yellow Pages
 - (2) Postal Codes
 - (3) Who's Who in Canada (optional)
- (f) Instruction manuals
 - (1) Dictation/transcription machine
 - (2) Typewriter or Word processor
 - (3) Copier (if appropriate)
- (g) Other
 - (1) Word division book
 - (2) Most-frequently-used-words book

C. Preview related specialized vocabulary lists and document formats, and then transcribe dictation representative of correspondence from, for example,

1. Selected government departments (provincial and federal)
 - (a) Letters
 - (b) Reports
 - (c) Press releases
 - (d) Special forms
2. Selected industrial areas, such as engineering and manufacturing
 - (a) Letters
 - (b) Reports
 - (c) Specifications
 - (d) Contracts
3. Selected business areas, such as retailing, accounting, legal, publishing, insurance, etc.
 - (a) Letters
 - (b) Statistical reports
 - (c) Legal documents
 - (d) Manuscripts
4. Selected services and agencies, such as radio/television, transportation, banking, health care, charitable agencies, etc.
 - (a) Letters
 - (b) Schedules
 - (c) Promotional material

D. Track production

1. Keep a record of type of work produced and time taken to complete it
 - (a) Record starting time
 - (b) Record type of document
 - (c) Record number of words or number of lines in document
 - (d) Record completion time (end of dictation/transcription of document)
 - (e) Calculate transcription rate as either transcription words per minute (TWPM) or transcription lines per minute (TLPM)

- E. Simulate procedures and methods used in the work situation
 1. Keep a daily/weekly log, noting, for example
 - (a) Media code (to indicate cassette or tape containing the dictation)
 - (a) Type of document
 - (b) Author/Department/Company
 - (c) French/English
 - (d) Start Time/Stop Time
 - (e) Number of pages
 - (f) Number of lines
 2. Transcribe dictation prepared by a fellow student
 - (a) Complete a feedback sheet noting any problems, for example
 - (1) Indistinct dictation
 - (2) Incomplete information
 - (b) Type a revised transcript, if necessary
 3. Learn to prioritize
 - (a) Make decisions regarding order of items to be transcribed
 - (1) Rush items
 - (2) Other priorities

**SUGGESTED
MATERIALS AND
ACTIVITIES:**

- Organize classroom equipment and materials to simulate an office, as much as is possible. Set up a filing system for correspondence.
- Prepare or select specialized dictation and provide students with related vocabulary lists of special words and terms as well as examples of special forms and document formats. Include material in French, if desirable; and include pieces of "rush" dictation.
- N.B. A backup set of tapes is recommended
- Set up a media code system; e.g., number each tape or cassette, prepare an index of the contents, and code each piece of dictation.
- Provide copies of any special forms needed--use actual company forms, where possible.
- Have students check one another's transcripts for mailability, according to a criteria sheet.
- Have students continue their list of special and troublesome words. Use the lists for testing spelling, usage, etc.
- Specify a method for students to use to determine production rate; e.g., twpm or tipm. Set a goal.
- Devise a log sheet for student use.
- Integrate Unit VI and have students prepare dictation for transcription by other students.
- Devise a feedback sheet on the dictation, similar to that used in business.
- Have students work in pairs to simulate the methods and procedures followed by the originator of the dictation and the transcriptionist.

EVALUATION:

- Use a criteria sheet for evaluating mailability of selected transcripts
- Use students' records to monitor progress towards the specified production rate
- Use a check list to observe and record interaction in a simulated work situation

REFERENCES:

Ettinger & Perfetto. Machine Transcription: Language Skills for Information Processing. Toronto: Science Research Associates, 1984.

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UNIT VI - LEARNING TO DICTATE

Approximate Time: 10 - 15 hours

N. B. THIS UNIT MAY BE INTEGRATED WITH UNIT V

UNIT OBJECTIVE: The learner will operate the dictation equipment and employ recommended dictation techniques to record letters and memos on dictation media.

ENABLING OBJECTIVES:

1. Identify the categories of dictation systems, their major parts, and functions.
2. Employ recommended procedures to prepare for dictation.
3. Employ recommended dictation techniques to record short letters and memos by practicing first from prepared copy and then from notes.

SUBJECT MATTER:

- A. Identify the categories of dictation systems, parts and functions
 1. Distinguish systems for
 - (a) Centralized dictation
 - (1) Endless loop
 - (2) Multiple cassette
 - (b) Decentralized dictation
 - (1) Desktop units
 - (2) Portable units
 2. Operate the system, using
 - (a) Centralized dictation
 - (1) Telephone dial codes
 - OR Decentralized dictation
 - (1) Microphone
 - (2) Electronic indicator or index slip
 - (3) Dictation media
 - (4) Controls for dictating, such as record, stop, playback, corrections, etc.
- B. Prepare for dictation
 1. Gather necessary materials
 - (a) Files/correspondence
 - (b) Data
 2. Prepare a written outline
 - (a) Purpose of the communication
 - (b) Main points to be covered
 - (c) Special instructions for transcriptionist

C. Dictate

1. Check equipment
 - (a) Microphone activated
 - (b) Sufficient space on tape or cassette
 - (c) Indicator system ready
2. Introduction
 - (a) Name, title and department
 - (b) Type of document
 - (c) Instructions for transcriptionist
3. Document
 - (a) Spell out names of persons
 - (b) Indicate paragraphs
 - (c) Dictate unusual punctuation
 - (d) Speak clearly, in a normal conversational form
 - (e) If a letter, indicate information for signature section
 - (f) Indicate copies required

SUGGESTED
MATERIALS AND
ACTIVITIES:

- Have students practice dictating using "pseudo-dictation": i.e., reading transcripts of the dictation that include everything that is to be said: introduction, content of document, spelling of words, paragraph notations, punctuation, instructions to the transcriptionist, etc.
- Have students listen to their own dictation using a check list of criteria for good dictation technique.
- Have students transcribe one another's dictation and give feedback on a prepared feedback sheet.
- Have students compose short pieces of dictation by making notes on a response they would make to a request for information about something they are familiar with. (Response should be short--one or two short paragraphs.) Students transcribe their own dictation and evaluate it using the feedback sheet.
- Have students compose short pieces of dictation in the form of simple business letters, dictate them from a written outline, and transcribe.
- Have students dictate short letters and memos on specified topics to be transcribed by other students and to receive feedback.

EVALUATION:

- Use a check list and listen to examples of the students' dictation.
- Check the feedback sheets given by students on the transcribed dictation.

REFERENCES:

Kupsh, Anderson, Moyer & Meyer. Machine Transcription and Dictation. Toronto: John Wiley & Sons, 1978, Section 3.

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A P P E N D I X

OPERATION SHEET

OPERATION TITLE:

Recording on the Dictaphone
Thought Master 250 Series

PURPOSE:

The student will be able to dictate various pieces of information on the Dictaphone so that when ready for play-back and transcription, they can be easily located on the tape and they are audible and legible.



CONDITIONS: Dictaphone 250 should be set up with microphone attached and plugged into an electrical outlet.

EQUIPMENT & MATERIALS: Dictaphone 250 Series
Microphone
Blank cassette (standard size)
Indicator slip
Dictation material

PROCEDURE:

Refer to attached diagram for the location of the various features.

1. Move On/Off switch to ON position (Pilot lamp will come on.)
2. Press Eject Lever to open the cassette compartment.
3. Place cassette on tray with the tape side facing forward (Tape supply should be on the left spindle.)
4. Insert indicator slip into the Indicator Track from the right and slide all the way to the left over the retention ridge.
5. Slide Indicator Pointer to the left until the black line on the pointer lines up with the "0" on the indicator slip.
6. Reset Digital Counter to the "000" position by pressing the Counter Reset button.
7. Be sure the Dictate/Conference switch is in the down, or Dictate position.
8. Hold hand microphone approximately 3" from your mouth.
9. Move the Microphone Slide Control to the top position.
10. Press and hold the raised Dictate Pad down to put the unit into the Record mode. The red Record light on the microphone will glow.
11. Begin dictation. Speak in a normal voice.
12. During dictation:
 - To pause at any time, release the pressure on the dictate pad.
 - To review dictation, move the slide control to the extreme bottom position and release the control when you have rewound tape far enough.
 - To make corrections or edit your dictation, listen up to the last word to be retained then move the slide control up to the top position. Depress the dictate pad and record over the unwanted dictation.
13. Upon completion of dictation, press in on indicator pointer in the top or LETTER position. This will mark the end of the dictated item on the indicator slip.
14. Return microphone to cradle and if desired, press eject lever to remove cassette.
15. Turn On/Off switch to OFF position.

EXAMPLE OF "PSEUDO" DICTATION
(MARKED OFF IN SUGGESTED "THOUGHT UNITS")

OPERATOR, THIS IS JEAN COLLINS OF THE SALES DEPARTMENT. I HAVE TWO
LETTERS. THE FIRST GOES TO mister j p moore SPELLED M-O-O-R-E /
seventy five killen K-I-L-L-E-N avenue / toronto ontario / m AS IN
MARY six v AS IN VICTOR three y two / dear sir / this is an
acknowledgement / that we have received payment / for our services
rendered last firday / in the amount of three hundred and thirty two
dollars PARAGRAPH / may i thank you / for giving us the opportunity
/ of doing work for you / i trust all is satisfactory SEMICOLON / if
not COMMA / please do not hesitate to telephone us / and i will
check any problem personally PARAGRAPH / i am enclosing a pamphlet /
outlining services we can offer you / i trust it will prove of
assistance to you / again COMMA thank you for your patronage / yours
truly / SECOND LETTER GOES TO mister w kearns K-E-A-R-N-S / kearns
and kendall K-E-N-D-A-L-L / fifty one four seasons drive /
belleville ontario / k eight n AS IN NORMAN one r three / dear
mister kearns / thank you for arranging to see me last thursday / it
was a pleasure to show you samples / of our new stationery / and to
explain the services / we can offer your company PARAGRAPH / our new
catalogue has now arrived from the printer / and a copy is enclosed /
we are hoping / after you have had a chance to examine it / to receive
an order from you / very truly yours / OPERATOR, DON'T FORGET THE
ENCLOSURE NOTATION ON THIS ONE, AND TYPE A LARGE BROWN ENVELOPE TO
ACCOMMODATE OUR CATALOGUE. ROUTE BOTH LETTERS BACK TO ME. I'LL NEED
ONE COPY OF EACH. THANK YOU.

HELPFUL COMMENTS FOR IMPROVED DICTATION

TO _____ DATE _____ FROM _____

Difficulty was encountered in transcribing your dictation for these reasons:

- _____ Dictated before belt/tape was in motion or leader had advanced
- _____ SPEED Dictated too fast _____; dictated too slow _____
- _____ LOUDNESS Voice too loud _____; voice too low _____
- _____ CLEARNESS _____ Enunciation was not clear; dictation indistinct
- _____ QUALITY OF RECORDING was not good; machine should be checked: _____
- _____ IDENTIFICATION (author's name and/or class section) incomplete
- _____ TYPE OF DOCUMENT (business letter, personal business letter, memo) was not given
- _____ FINAL COPY OR ROUGH DRAFT form was not given
- _____ CAPITALIZATION Either ALL CAPS or Initial Cap was not indicated or was not given after words were dictated.
- _____ PROPER NAMES OR UNUSUAL WORDS were not spelled out or were spelled by letter only (not phonetic spelling) too fast: _____
- _____ SPELLING OF NAME AND ADDRESS needs to be checked: _____
- _____ SIMILAR NUMBERS OR LETTERS OR WORDS were not distinguished
- _____ GRAMMAR needed to be corrected: _____
- _____ PARAGRAPHS were not indicated
- _____ PUNCTUATION (comma, period, question mark) was not clear from context of dictation
- _____ SPECIAL PUNCTUATION (quotation marks, semicolon, colon, parenthesis, underscoring, exclamation point, hyphen, dash) was not given
- _____ TABULATION to be inserted was not indicated or was not clear (number of columns, number of entries, spacing between lines)
- _____ WOMAN'S PREFERRED PERSONAL TITLE was not given
- _____ AUTHOR'S ADDRESS was not given for personal business letter
- _____ ENCLOSURES were not dictated
- _____ SPECIAL INSTRUCTIONS ON COPY LAYOUT were not given or were inadequate
- _____ END OF LETTER/DICTATION was not given
- _____ OTHER _____
- _____ QUALITY: Congratulations. You did an exceptionally good job!

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COMPOSING DICTATION

IDEA SHEET

To help you organize your thoughts, fill in this sheet before you dictate.

General Purpose _____

Ideas you want to include:

WHAT are you writing about? _____

WHY? _____

WHO? _____

WHEN? _____

HOW? _____

WHERE? _____

ETC. _____

Now organize this material into paragraphs:

Paragraph 1 (should include WHAT and WHY) _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____

